

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 School Transformation Fund - Planning		
Program authority:	P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement	FOR TEA USE ONLY Write NOGA ID here: 2018 MAY 29 PM 3:24 RECEIVED TEXAS EDUCATION AGENCY
Grant Period:	July 9, 2018 to May 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 29, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #	Campus name/#	Amendment #	
El Paso Independent School District	El Paso-071902	Logan Elementary/ 071902128		
Vendor ID #	ESC Region #	DUNS #		
1746000769	19	079841979		
Mailing address	City	State	ZIP Code	
6531 Boeing Dr.	El Paso	TX	79925-1086	
Primary Contact				
First name	M.I.	Last name	Title	
Daniel	F	Vasquez	Fund Development and Partnership Specialist	
Telephone #	Email address	FAX #		
(915) 230-2348	dfvasque@episd.org	915-230-3097		
Secondary Contact				
First name	M.I.	Last name	Title	
Claudia	N	Oliva	Grant Writer	
Telephone #	Email address	FAX #		
(915) 230-2346	cnoliva@episd.org	915-230-3097		
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Juan	M.I. E	Last name Cabrera	Title Superintendent
Telephone # 915-230-2577	Email address superintendent@episd.org		FAX #

Signature (blue ink preferred):

Date signed

5/24/18

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and-matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	The applicant provides assurance that they will submit either a strategy or implementation plan, using a TEA approved format, developed with the school transformation partner, by June 1, 2019.
8.	For New School Planning models (Reset and Fresh-Start), the applicant provides assurance that they will launch or re-launch schools within the local educational agency (LEA) that will guarantee and prioritize enrollment for students who attend a 2017–2018 Priority School or 2017–2018 Focus School.

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Schedule #4—Request for Amendment

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4 – Request for Amendment (cont.)

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5 – Program Executive Summary

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The El Paso Independent School District (EPISD) is striving to provide families with school choice options that are accessible to its three unique geographic areas. Options may include traditional schools, campuses with tailored innovative academic offerings, and transformation schools with the autonomy to create change for their individual needs. EPISD has dedicated significant resources to meeting and collaborating with industry leaders in educational reform, transformation and redesign to create a strategic plan to generate a wide range of academic offerings to accommodate the uniquely diverse composition of the Paso del Norte region. Based on its observations, shared experiences, successes and shortcomings, EPISD has identified transformation strategies as the next progressive step to attaining a System of Great Schools in El Paso.

EPISD conducted a comprehensive needs analysis of its priority and focus campuses examining state accountability and achievement reports, campus improvement plans, and school climate surveys. Logan ES stands out for its low campus overall performance: its STAAR reading passing rate is 6 percentage points lower than the district rate and its math passing rate is 10 percentage points lower than the district. In addition, it faces achievement gaps for special education, economic disadvantaged, and English language learner populations. Its position as an entry point to a feeder pattern focused on STEM-based learning makes it a prime opportunity to impact the long-term achievement of its students.

The needs assessment focused on three key areas: Culture, Climate and Instruction. Culture, or how the organization operates from top to bottom and the norms that it adopts, can be assessed by its performance, attendance, completion, participation, engagement, and activities. Climate, or the supports available to an organization to achieve its goals, can be assessed by its collaborative structure, staff development, and engagement. Instruction can be assessed by how the campus evaluates service delivery and creates collaborative structures to meet the needs of its students. Logan ES did not meet System Safeguard rates in science or writing for the campus overall (45% and 59%), or among Hispanic (33% and 52%), or economically disadvantaged subgroups (38% and 53%). It meets only 53% of System Safeguards: the campus met standards in Reading and Math for the campus overall, Hispanics, whites, and economically disadvantaged. 47% of student reported being bullied or teased on campus (compare to 37% in district) and 50% of teachers report that workplace bullying is problem and 20% say that is was bad enough to impact student learning. Teachers request that a review and revoke process is to review transfer students. The majority of teachers feel that no assistance is given to address disciplinary problems, that student code of conduct is not fairly enforced, and that their principal does not provide leadership in setting and maintaining behavioral standards for students. The campus has a high population of military connected students (57%) and a corresponding high rate of mobile students (24%) compared to district (17%). Military students score higher on meeting standard STAAR Science (38%) and STAAR Math (35%) than non-military (15% and 31%, respectively). Stronger support in early childhood and pre-kinder at Logan ES would make non-military students competitive with their military counterparts and peers from other middle schools for success in high school endeavors

To address these identified needs, EPISD intends to partner with an Innovative Management Organization (IMO) Pre-K Partner to increase access to high-quality, early learning opportunities and ensure that a higher-percentage of students are ready for Kindergarten. This partnership will focus on Logan Elementary School and will work to design and implement a Pre-K program strategically designed to accommodate the unique needs of the Logan community and will guarantee autonomy over hiring, curriculum and program design.

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Schedule #5— Program Executive Summary (cont.)

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Logan Elementary is a Title I Focus School that will be guided through development and implementation of a targeted school improvement plan by the partnership with an IMO partner. The partner will support Logan Elementary in implementing Pre-K program based on a teaching model that will improve academic results for its students. EPISD will allow Logan Elementary the autonomy in creating a school culture where stakeholders take ownership of learning, students become problem solvers and creators, know how to collaborate and communicate, and are engaged in challenging, authentic projects that prepare to adapt and engage in the world around them.

EPISD will engage the IMO Planning team to conduct an independent needs assessment of the campus to demonstrate accurate and deep knowledge of the campus' standing, weaknesses, and strengths in areas of programming, instruction, curriculum, academic achievement, attendance, discipline, and climate.

In partnership with the IMO Planning team, EPISD will also present the needs assessment findings along with strategies available to remedy them. Presentations to stakeholders will be monitored by reviewing documents, attendance, meeting minutes, and feedback surveys.

EPISD's Transformation Zone Facilitator, along with the district's newly selected IMO partner will assist in selecting and determining appropriate teachers and staff for the newly implemented Pre-K program. Teachers and staff must have a growth mindset to receive training and perform planning activities outside of their traditional pedagogical approaches. These teaching methods may not be prescribed, but adapted at the school and classroom level, allowing teachers to implement curriculum and assignments to the schedule of state standards, as well as to their own unique strengths and student ability and interest.

As the program progresses, EPISD's Transformation Zone Facilitator will work with campus and program leadership to determine satisfactory programmatic success and progress. The evaluation tools created by EPISD's SPF will allow an appropriate gauge of such progress. Through this evaluation, the TZ Facilitator will have the autonomy to work with the selected IMO to suggest appropriate modifications, changes in approach and design to guarantee student outcomes and programmatic success.

The budget was developed to meet the TEA requirements for the grant and identified district needs. The investments are aligned with the spirit of the IMO Partnership program for the district to contract with a high-quality Pre-K partner, as well as the required services of a matched school transformation partner and potential site visits to districts already involved in innovative school practices across the state and nation.

All statutory requirements have been met for this grant submission. These include incorporating and monitoring the Pre-K Partnership as part of Logan Elementary's improvement plans; using a rigorous process to formally select a partner; aligning other federal, state, and local resources; providing operating flexibility to the early childhood partner; and incorporating one or more evidence-based strategies. All TEA requirements also have been met, including describing the applicant's vision and describing how the grant aligns to and accelerates the broader strategy and theory of action of El Paso ISD.

This Transformation Strategy creates a natural alignment to bridge the gaps in performance, resources and partnership collaboration needed to advance EPISD's vision and mission of graduating every student prepared for higher learning and careers to empower them as knowledgeable and engaged citizens, innovators, and drivers of a robust, bicultural economy.

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Schedule #6— Program Budget Summary

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Program authority: P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement

Grant period: July 9, 2018 to May 31, 2019

Fund code: 211

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$260,000	\$	\$260,000
Schedule #9	Supplies and Materials (6300)	6300	\$15,000	\$	\$15,000
Schedule #10	Other Operating Costs (6400)	6400	\$25,000	\$	\$25,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$300,000	\$	\$300,000
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$300,000	\$	\$300,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: El Paso-071902		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director			\$
5 Project coordinator			\$
6 Teacher facilitator			\$
7 Teacher supervisor			\$
8 Secretary/administrative assistant			\$
9 Data entry clerk			\$
10 Grant accountant/bookkeeper			\$
11 Evaluator/evaluation specialist			\$
Auxiliary			
12 Counselor			\$
13 Social worker			\$
14 Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
15			\$
16			\$
17			\$
18			\$
19			\$
20			\$
Other Employee Positions			
21 Title			\$
22 Title			\$
23 Title			\$
24	Subtotal employee costs:		\$
Substitute, Extra-Duty Pay, Benefits Costs			
25 6112 Substitute pay			\$
26 6119 Professional staff extra-duty pay			\$
27 6121 Support staff extra-duty pay			\$
28 6140 Employee benefits			\$
29 61XX Tuition remission (IHEs only)			\$
30	Subtotal substitute, extra-duty, benefits costs		\$0
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: El Paso-071902		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions)	\$75,000
2	Pre-K Partner Program Leadership	\$90,000
3	Architecture, land surveying, professional engineering, real estate appraising	\$50,000
4	Graphic design, publishing, and printing of promotional materials	\$10,000
5	Pre-K Program Design and Baseline Data Collection	\$10,000
6	Child Care Licensing Support	\$10,000
7	Student Recruitment	\$15,000
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$260,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$260,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: El Paso-071902		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$15,000
Grand total:		\$15,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: El Paso-071902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$10,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$10,000
Subtotal other operating costs requiring specific approval:		\$20,000
Remaining 6400—Other operating costs that do not require specific approval:		\$5,000
Grand total:		\$25,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: El Paso-071902			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	321	76.4%	TAPR 2016-17
Limited English proficient (LEP)	106	25.2%	TAPR 2016-17
Disciplinary placements	0	0%	TAPR 2016-17
Attendance rate	NA	96.1%	TAPR 2016-17.
Annual dropout rate (Gr 9-12)	NA	%	DNA
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	3.8	11.7%	TAPR 2016-17
6-10 Years Exp.	13.0	39.6%	TAPR 2016-17
11-20 Years Exp.	9.0	27.4%	TAPR 2016-17
20+ Years Exp.	7.0	21.3%	TAPR 2016-17
No degree	0	0%	TAPR 2016-17
Bachelor's Degree	22.8	69.6%	TAPR 2016-17
Master's Degree	10.0	30.4%	TAPR 2016-17
Doctorate	0	0%	TAPR 2016-17

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type:	<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit	<input type="checkbox"/> Private For Profit	<input type="checkbox"/> Public Institution
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Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
55	71	75	61	65	49	44								420 (TAPR 2016-17)

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
7	6	6	23	20	27	24								37 (teachers overlap grades, from PEIMS 2018)

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Schedule #13—Needs Assessment

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EPISD conducted a comprehensive needs analysis of its priority and focus campuses examining state accountability and achievement reports, campus improvement plans, and school climate surveys. Logan ES stands out for its low campus overall performance: its STAAR reading passing rate is 6 percentage points lower than the district rate and its math passing rate is 10 percentage points lower than the district. In addition, it faces achievement gaps for special education, economic disadvantaged, and English language learner populations. Its position as an entry point to a feeder pattern focused on STEM-based learning makes it a prime opportunity to impact the long-term achievement of its students.

CULTURE: Create engaging and challenging learning to prepare students for STEM-based curriculum in ES, MS, HS.

A feeder school for Chapin HS and its STEM magnet program, Logan ES did not meet System Safeguard rates in science or writing for the campus overall (45% and 59%), or among Hispanic (33% and 52%), or economically disadvantaged subgroups (38% and 53%). It meets only 53% of System Safeguards: the campus met standards in Reading and Math for the campus overall, Hispanics, whites, and economically disadvantaged. The campus needs an approach that would create community drive to create an active learning environment that inspires students to reach for the opportunities provided to them at magnet high schools

CLIMATE: Emphasize interpersonal skills through learning projects

Logan ES reported 0 disciplinary placements in 2017, but based on School Climate Survey, 47% of student reported being bullied or teased on campus (compare to 37% in district) and 50% of teachers report that workplace bullying is problem and 20% say that is was bad enough to impact student learning. Teachers request that a review and revoke process is to review transfer students. The majority teachers feel that no assistance is given to address disciplinary problems, that student code of conduct is not fairly enforced, and that their principal does not provide leadership in setting and maintaining behavioral standards for students. A comprehensive innovative plan is needed to improve discipline issues while improving academic outcomes and providing engaged learning that emphasizes trust, respect, and responsibility. In addition, it should strengthen leadership capacity for current administration.

INSTRUCTION: Strengthen supports in special education, english language learners and early education

The campus has a high number of Special Education population (22%) compared to district (15%) with many in AIM (stand-alone) classrooms and is a cluster site for area schools. The campus also has an average percentage of ELL (30%) compared to district (30%), but did not meet reading or math standard for special education or ELL in Reading. None of the teaching staff is bilingual certified.

The campus has a high population of military connected students (57%) and a corresponding high rate of mobile students (24%) compared to district (17%). Military students score higher on meeting standard STAAR Science (38%) and STAAR Math (35%) than non-military (15% and 31%, respectively). Stronger support in early childhood and pre-kinder at Logan ES would make non-military students competitive with their military counterparts and peers from other middle schools for success in high school endeavors.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	To improve overall science and writing "met standard" rate (45% and 53%)	Provide enrichment and academic support to learners sooner than is currently offered, improving capacity and comprehension prior to entering first grade.
2.	To improve science and writing "met standard" rate for Special Education population	Create opportunity to identify and determine appropriate differentiation learning plans for individual populations
3.	To improve science and writing "met standard" rate for English Language Learners	Create opportunity to identify and determine appropriate differentiation learning plans for individual populations and to support district-wide dual language initiatives
4.	Lack of student and parent engagement and resulting issues of bullying and codes of conduct	Create socially and emotionally safe learning environment built on trust, citizenship and agency between students, staff and all stakeholders
5.	Gap in adequate preparation for Chapin HS STEM Magnet program at Logan ES	District initiative to improve vertical alignment for STEM in a traditionally high-need area. Creating a partnership with a high-quality Pre-K partners will expand access to programs that will increase the number of students coming to school Kindergarten Ready.

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Schedule #14—Management Plan

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Transformation Zone Planning Facilitator	Master's Degree, Valid Texas Principal Certificate. Knowledge of curriculum development and program design. Leads the creation of operational policies and strategies related to new schools. Monitors organizational programs and conducts formative and summative evaluations. Plans and implements work in a defined and actionable manner.
2.	Deputy Superintendent of Academics and School Leadership	Master's Degree in Educational Administration, Valid Texas Mid-Management Certification. Provide instructional leadership to promote success for all students. Instrumental in implementing vertically aligned curriculum and academic intervention to improve student achievement and provide support in instructional goals for all campuses.
3.	Assistant Superintendent of Elementary Schools	Master's Degree, Doctoral Degree preferred, Valid Texas Principal or Superintendent Certificate. High level leadership ability with strong instructional foundation. Thorough understanding of curriculum, instruction, and other student related services. Knowledge of data driven accountability performance models as they apply to school improvement.
4.	Assistant Superintendent Special Education and Special Services	Master's Degree, Doctoral Degree preferred, Valid Texas Principal Certificate. Knowledge of special education programs, knowledge of compliance issues related to special education. Knowledge of curriculum and instruction for students with disabilities. Five years experience on campus and/or related administrative experience.
5.	Pre-K Partner Program Leader	Master's Degree in related field. Texas teaching certificate. Three years of teaching experience in public school education (preferably elementary or pre-k setting). Staff/teacher supervision and professional development in school setting. Program and fiscal management.
6.		

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Identify and select TEA approved IMO partner	1. Identify qualified and eligible IMO partners	07/09/2018	07/31/2018
		2. Submit request for proposals	07/23/2018	08/03/2018
		3. Determine and select IMO partner	08/06/2018	08/31/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Determine facility and capital improvements needed to outfit site	1. Create consensus on ECE site and initiate RFQ process for suppliers and services as needed	10/01/2018	10/26/2018
		2. Complete upgrades as needed	11/5/2018	03/08/2019
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Adjust ECE's board of directors	1. Determine status of current board	09/03/2018	10/01/2018
		2. New board members added as needed	11/05/2018	12/21/2018
		3. Initial board meeting	01/03/2019	01/31/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Create MOU between ISD and partner	1. Review MOU	08/31/2018	09/07/2018
		2. Negotiate MOU terms as needed	09/10/2018	10/05/2018
		3. Negotiate final draft of MOU	10/15/2018	11/16/2018
		4. ISD and ECE Board approval	11/01/2018	12/21/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Adopt curriculum, assessments, calendar, and Pre-K compliance requirements	1. ECE shares recommended curriculum, assessments, year long calendar and schedule with ISD	03/04/2018	04/05/2019
		2. Final decisions on curriculum, standards, year long calendar, daily schedules, and assessments	04/08/2019	04/29/2019
		3. ECE undergoes Pre-K compliance audit	05/06/2019	05/10/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
6.	Recruit students	1. Develop recruitment strategy and recruit students	09/03/2018	03/01/2019
		2. Enroll students	03/01/2019	08/01/2019
		3. Onboard families	06/17/2019	08/01/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
7.	Hire teachers and administrators	1. Determine teachers needed	10/01/2018	10/30/2018
		2. Recruitment strategy for staff	11/05/2018	11/30/2018
		3. Conduct interview process for staff	12/08/2018	04/30/2019
		4. Host community engagement event	07/15/2019	08/02/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EPISD follows a Campus Tier Model to assess achievement of campuses and correct low performing campuses. The tier system is a weighted calculation of campus performance on the four TEA indices, overall student attendance rate, overall employee attendance rate, student participation rate, and professionals survey participation rate with low-discipline points (0, 1, or 2) and state distinction points added (.5 for each distinction). The resulting total is divided by the greatest campus total and multiplied by 100 to get Campus Scaled Score. The scaled campus scores of 90 and greater are entered into Tier 1, 80 to 89.99 are entered into Tier 2, and less than 80 are entered into Tier 3. Tier 3 campuses receive targeted District level support. There are 60 Tier 3 campuses that make up 38.2% of District campuses and they serve 11,336 students which accounts for 19.1% percent of District student population.

EPISD acknowledges that for students to succeed in today's world, schools must go beyond what has historically been limited to a set of credits that comprise graduation requirements. EPISD believes that in addition to supporting students as they meet core credit requirements, there is a need to focus on college and career readiness, dual language, entrepreneurial mindsets, character development, social and emotional learning, and employability. Accordingly, EPISD has developed a Strategic Plan for the District including strategic priorities, focus areas, and continual forward-looking growth for every student. In other words, the Strategic Plan is designed to create a system that puts learners at the center.

The Strategic Plan signals a transition from test preparation as the primary focus to meaningful, student-centered learning as a core design principle. The Strategic Plan emphasizes a commitment not only to established student priorities such as active learning, but also to offering quality options for every family and providing development opportunities to staff so that they can best support students.

The Strategic Plan has the following three focus areas:

1. Providing Engaging & Challenging Learning
2. Building Strong Supports for Students, Schools, and the Community
3. Modernizing Facilities to Create Great Learning Environments

The promotion of innovative curriculum and instructional methods will help the District provide more engaging and challenging learning to meet the student learning goals of developing critical, knowledgeable, and creative thinkers; informed problem solvers; effective bilingual communicators; responsible leaders and productive citizens; and socially and emotionally intelligent individuals. Promoting innovative ideas regarding community participation, campus governance, and parental involvement will help build strong supports for students, schools, and the community by increasing community partnerships which bring together education, business, and civic agencies so that every school, family and student will feel supported and the community will support the District. Finally, modifications in the scheduling of the school year and the school day will allow for more time for innovative student enrichment opportunities as well as more time for professional development of staff.

Accomplishing these measures should increase student performance in the SPED, ELL, migrant, economically disadvantaged, and at-risk demographic groups with noticeable improvement on all end-of-course exams. In order to guarantee successful implementation at lower performing schools, these campuses are provided additional resources which include targeted campus support, instructional coaches, and focused oversight by area superintendents.

EPISD is in the process of designing and implementing a School Performance Framework (SPF). This process will be implemented by the fall of 2019 to guarantee that a systematic metric exists for identifying need, proposing appropriate solutions to meet identified need and implementation of appropriate evidence-based practices to minimize performance gaps. The implementation of the EPISD SPF is designed to move the district closer to a System of Great Schools and help accomplish the established EPISD Board Goals, which include increasing district-wide graduation rates, minimizing performance gaps within feeder patterns and creating more engaged students.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EPISD's work with New Tech Network, as a redesign partner and a collaborator of innovation and the recently awarded Transformation Zone Planning grant, demonstrates the district's willingness to create more academic options under the EPISD umbrella and demonstrates a progressive move toward addressing the needs of the nearly 60,000 students served by EPISD.

Over the past five years, EPISD has experienced remarkable growth through the addition of new learning opportunities and platforms that prepare its students for a diverse and robust 21st century work force. The implementation of the New Tech Network on eight campuses, the newest of which will become the nation's first dual-language New Tech elementary campus in Fall 2018, has improved student academic performance. The expansion of Dual-Language learning to all EPISD campuses is creating more actively engaged learners who are becoming bi-literate, bi-lingual and bi-cultural. This success has inspired the implementation of a Mandarin language pilot program allowing EPISD students to be fully immersed in a third language. Two EPISD high schools currently have International Baccalaureate (IB) programs with three middle schools scheduled to launch IB programs in Fall 2018, which demonstrates EPISD's commitment to creating more choices for opportunity to academic success. This fall, the Young Women's STEAM Research and Preparatory Academy opened its doors. The Young Women's STEAM Academy is a New Tech Network School, and is focused on closing achievement gaps for young women in the STEAM arena. From active learning and technology to fine arts and career education, EPISD is a leader in El Paso and a major player in the economic development of our amazing city. Closing the performance gap and creating access to excellent academic opportunities for all EPISD students is the core of our district's strategic framework; the TEA School Transformation Fund Planning Grant will move EPISD closer to accomplishing that goal.

The proposed collaboration between EPISD and an Innovative Management Organization (IMO) will support the District initiative for offering early childhood education for all students in the Paso del Norte Region. Through this partnership, the IMO will provide support to Logan Elementary, bridge equity gaps for young learners, and create school choice. The District's Office of Transformation and the Department of Fund and Partner Stewardship (FAPS) will work closely with the IMO partner and will oversee all activities, such as, but not limited to, coordinating the appropriate community engagement plan to determine an ideal programmatic structure at Logan Elementary. The community engagement plan will gather appropriate feedback from teachers, staff, students, families, community leaders, as well as District campus leaders and administrators. The plan will ensure the commitment of these members during and after the funding opportunity. Furthermore, this opportunity will provide an infusion of financial and social capital, which will cultivate and improve community awareness and support as well as create long-term strategic vision and community investment in social and academic transformation. This adds to EPISD portfolio of becoming a System of Great School District.

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Schedule #15—Project Evaluation

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Develop initial campus plan including governance, management, and specific strategies	1.	Assessment is conducted
		2.	Team is assigned and kickoff meeting is conducted
		3.	IMO Plan for Logan ES is drafted
2.	Solicit and incorporate student feedback	1.	Students and families provide feedback on initial IMO plan through community engagement meetings and post-activity survey
		2.	Students and families provide feedback on final IMO plan through community engagement meetings and post-activity survey
		3.	
3.	Solicit and incorporate teacher and staff feedback	1.	Teachers have opportunity to provide feedback on initial IMO plan through community meeting, PLC and post-activity survey
		2.	Teachers have opportunity to provide feedback on final IMO plan through community meeting, PLC and post-activity survey
		3.	
4.	Solicit and incorporate community leader feedback	1.	Community leaders have opportunity to provide feedback on initial IMO plan
		2.	Community leaders have opportunity to provide feedback on final IMO plan
		3.	
5.	Solicit and incorporate district leadership feedback	1.	District leadership provide feedback on initial IMO plan through C&I Board Meeting and community engagement meetings and post-activity survey
		2.	District leadership provide feedback on final IMO plan C&I Board Meeting and community engagement meetings and post-activity survey
		3.	
6.	Solicit and incorporate school leadership feedback	1.	School leadership provide feedback on initial IMO plan through deputy leadership and leadership cabinet meetings and post-activity survey
		2.	School leadership provide feedback on final IMO plan through deputy leadership and leadership cabinet meetings and post-activity survey
		3.	
7.	Finalize and submit final IMO Plan	1.	Summative meeting is conducted and final plan presented to all stakeholders
		2.	Final plan is submitted to TEA
		3.	District's department of strategy and accountability will conduct post-planning internal evaluation
8.		1.	
		2.	
		3.	
9.		1.	
		2.	
		3.	
10.		1.	
		2.	
		3.	

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Schedule #15—Project Evaluation

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This proposed project further justifies the need for a district-wide school performance framework. EPISD currently lacks a data-driven mechanism to determine school need. The implementation of a school performance framework in fall of 2019 will assist in generating strategic solutions for campuses and communities in need based on collected data. The SPF will allow the district to demonstrate quantifiable success of implemented transformation projects.

The quality of the IMO strategy plan will be evaluated on the demonstration that the IMO Planning Team conducts a needs assessment of the campus, provides relevant knowledge and evidence-based options to stakeholders and incorporates their feedback.

EPISD will engage the IMO Planning team to conduct an independent needs assessment of the campus to demonstrate accurate and deep knowledge of the campus' standing, weaknesses, and strengths in areas of programming, instruction, curriculum, academic achievement, attendance, discipline, and climate.

In partnership with the IMO Planning team, EPISD will also present the needs assessment findings along with strategies available to remedy them. Presentations to stakeholders will be monitored by reviewing documents, attendance, meeting minutes, and feedback surveys.

The IMO Planning team will finally demonstrate a stakeholder-supported plan that is adapted to the campus and present its plan to the EPISD Board of Trustees.

The planning team will be managed by the Transformation Zone Facilitator in the Office of Transformation and the Fund Development and Partnerships Specialist, who oversee the district's Fund and Partner Stewardship Office. They will maintain day-to-day activities and ensure collection of data for evaluation for the project. The Facilitator reports directly to the Superintendent, who will provide oversight of the overall impact of the project in advancing District priorities on a monthly basis. The Specialist will serve as the district's compliance officer on all grant-related activity and will provide technical support to district leadership, Transformation Zone facilitator, and stakeholders and will oversee the final implementation grant submission. Problems with delivery will be collaboratively presented and addressed in a proactive manner as quickly as possible with relevant district personnel primarily and with TEA program officer if necessary.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Logan Elementary is a Title I Focus School that will be guided through development and implementation of a targeted school improvement plan by the partnership with an IMO partner. The partner will support Logan Elementary in implementing Pre-K program based on a teaching model that will improve academic results for its students. EPISD will allow Logan Elementary the autonomy in creating a school culture where stakeholders take ownership of learning, students become problem solvers and creators, know how to collaborate and communicate, and are engaged in challenging, authentic projects that prepare to adapt and engage in the world around them.

The model will be successful because it is designed to be sustainable. From planning to implementation, the work is personalized and extensive in collaboratively defining ideal student attributes, aligning learning, and building capacity.

The Pre-Launch Activities will begin in Fall 2018 by identifying an IMO partner. The IMO partner will coordinate with EPISD Leadership and Logan Elementary and will be able to demonstrate a proven record of successful implementation for early childhood education. Other activities will be professional development that will be extended to campus administration and faculty to improve campus culture and instruction. Planning sessions will also be done during mid-Fall of 2018 and early Spring 2019 to provide information on core design elements and planning process, help make informed decisions about implementation, gauge community commitment and capacity to fidelity, and support and build readiness for success.

At the conclusion of the activities, EPISD will complete a campus redesign plan, which will serve as campus improvement plan and select Community Advisory Board to include parents, students, and stakeholders in Summer 2019.

The Post-launch year will begin with a School Start Visit in August 2019. During the year, campus leadership and teachers will attend professional development (individual, small or large group), if available. Professional development will include gathering data, supporting needs, and co-developing next steps.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the applicant will monitor school improvement plans upon submission and implementation, and implement additional action following unsuccessful implementation of such plan after a number of years determined by the applicant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In schools receiving Title I funding, designated Campus Improvement Teams begin each academic year by assessing campus needs and creating strategies for addressing those needs in Campus Improvement Plans. Each strategy is linked to Title I Part A components and cites an exact source of funds. Throughout the year the campus improvement team reports on the progress of each strategy while EPISDs External Funding Department monitors purchases made against funds for accuracy and allowability. For this project, the School Transformation Fund Team (TZ Facilitator and Fund and Partnership Specialist) will report on funding and strategies related to this project in the campus improvement plan.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EPISD and school leadership will collaboratively partner with an 1882 affiliated, Pre-K design organization that has a proven record of success in leading schools in transformations to dramatically improve student achievement. In the design process, ideas for implementation plans should be tested against the specific context of the target school's history, population, and community strengths and needs. Logan Elementary will benefit most from a partner that has consistently performed in communities of various contexts and that rigorously measures and tracks redesign projects in order to understand and replicate successful components of their model. The school redesign should provide the school a lasting new outlook, culture, and system formed around serving and learning from student visions, challenges and strengths. School teachers and leaders should communicate, collaborate and revise strategies, within the school, within the District, and within a broader community of peers. School leadership, teachers', and students' perceived and measured growth will be critical evaluators of the 1882 partner's success.

To support the school culture of inclusiveness and belonging, the school will adopt a non-selective admission policy so that the student population reflects the make-up of the whole District and all teaching while non-teaching staff will be included in professional development and play an active role in supporting the proposed Pre-K, 1882 plan. The entire school will support students through positive relationships that create an environment for feeling both emotionally and physically safe, accepted, able to take risks, and able to demonstrate academic growth and achievement through innovation and creativity.

Per state and District guidelines, any external partner allowed on campuses will first clear criminal background check.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

If awarded, EPISD assures that all funding from the School Transformation Fund Planning grant will be directed at the establishment and implementation Pre-K programming at Logan Elementary School. The funds will not supplant any activities or programming that currently receives state or local funds. Grant funds will only be used 1) to establish new educational opportunities for the targeted campus and 2) to coordinate services during the planning, design and implementation of the proposed program for the benefit of the students. EPISD will work with Logan and the selected IMO to ensure the appropriate and effective delivery and implementation of program design and structure to ensure appropriate district alignment and desired student outcomes.

EPISD has implemented various redesign, innovation programs and new educational opportunities through state and local funds for training fees and travel, facility redesigns, furniture, student technology and hiring with transparency and fidelity. EPISD frequently collaborates with the University of Texas at El Paso and their provision of curriculum planning and professional support for teachers. With successful results from implementing the District's first New Tech- Dual Language program as a result of this project, the Department of Languages and Learning will be able to disseminate best practices such as targeted trainings for curriculum and planning if needed. EPISD regularly collaborates with regional, state and national educational reform leaders and partners to establish best practices and gain capacity for teachers, administrators and district leadership to guarantee the utilization of current evidence-based practices to ensure academic growth and progress district-wide as well as at specific campuses and within communities in greatest need. These collaborations and partnerships are designed to create academic options for every EPISD student and to bridge equity gaps.

To guarantee that funds are used appropriately, fiscal control and accounting procedures will be monitored by EPISD's Budget and Financial Management Office and Financial Services. EPISD's Fund and Partner Stewardship Office will serve as the grant compliance officers for this project, working with both financial service offices to guarantee all expenditures are in compliance with the intended focus of the planning program and guarantee fidelity in all expenditures. EPISD will maintain accountability and oversight of all funds, guarantee all federal financial management standards are maintained and will provide accurate, timely, and thorough reporting of the financial results of each grant period. The disclosure(s) will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays/expenditures, income, and interest earned. Records will be maintained on all expenditures by budget function, class-object code, and year of entitlement (appropriation), in accordance with the provisions of the Financial Accountability System Resource Guide.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The EPISD District of Innovation Plan permits a campus or program to establish a new way to deliver curriculum. In this case, the delivery method will be a newly designed Pre-K program specifically designed for the Logan community through an IMO partner.

EPISD's Transformation Zone Facilitator, along with the district's newly selected IMO partner will assist in selecting and determining appropriate teachers and staff for the newly implemented Pre-K program. Teachers and staff must have a growth mindset to receive training and perform planning activities outside of their traditional pedagogical approaches. These teaching methods may not be prescribed, but adapted at the school and classroom level, allowing teachers to implement curriculum and assignments to the schedule of state standards, as well as to their own unique strengths and student ability and interest. Teachers will be empowered in the Pre-K implementation plan, will receive innovative, active learning opportunities, use software to support their curriculum and classroom management, and will be able to make decisions on projects and assessment.

As the program progresses, EPISD's Transformation Zone Facilitator will work with campus and program leadership to determine satisfactory programmatic success and progress. The evaluation tools created by EPISD's SPF will allow an appropriate gauge of such progress. Through this evaluation, the TZ Facilitator will have the autonomy to work with the selected IMO to suggest appropriate modifications, changes in approach and design to guarantee student outcomes and programmatic success.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the school redesign will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EPISD will follow the Texas PreKindergarten Guidelines during the implementation of the proposed EPISD-IMO partnership plan. The Texas Prekindergarten Guidelines utilizes current knowledge of theory and scientific research about how children develop and learn. The guidelines provide insight as to the current thinking of early childhood professional leaders determining that "a greater emphasis be placed on young children's conceptual learning, acquisition of basic skills, and participation in meaningful, relevant learning experiences" (p. 1). The guidelines outline the behaviors and skills that children are to demonstrate and achieve, as well as instructional strategies for teachers to implement. The guidelines provide "information on responsive teaching practices, the physical arrangement of a prekindergarten classroom, professional development as the key to high-quality prekindergarten programs, the involvement of families for better school readiness of children, strategies for bilingual instruction, considerations for children with special needs and disabilities, and methods of monitoring children's progress." (p.1)

Further, EPISD and the selected IMO will adhere to all guidelines outlined in Texas Education Code §29.153 (b), to determine eligibility. According to Texas Education Code §29.153 (b), a child must be at least four (4) years of age, on or before September 1, and meet one of the following criteria to be eligible for enrollment in a prekindergarten class:

- Does not speak or comprehend the English Language; or
- Educationally disadvantaged (eligible to participate in the National Free or Reduced – Price Lunch Program; or
- Homeless as defined by 42 U. S. C. Section 11302; or
- The child of an active duty armed forces member or state military forces; or
- The child of an armed forces reserve member who is ordered to active duty; or
- The child of an active duty member of the armed forces, state military forces or reserve component who is injured or killed while serving on active duty; OR
- The child is or ever has been in the conservatorship of the department of family and protective services following an adversary hearing; or
- I do not qualify under one of the above reasons. I am requesting that my child be enrolled in the Universal Pre-K Participant

Once a student is determined to be eligible for pre-kindergarten, the student remains eligible for the remainder of the year. Upon enrollment in pre-kindergarten a child shall attend school. TEC §25.0859 (c) A person who knowingly falsifies information on a form required for a student's enrollment in the District shall be liable to the District for tuition or other costs, as provided in Education Code 25.001 (h), if the student is not eligible for enrollment but is enrolled on the basis of false information. In addition, presenting false information or false records is a criminal offense under Penal Code §37.10.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Planning☐ P2 Partnership☒ IMO Partnership**New School Planning**☐ Reset☐ Fresh-Start**Transformation Planning**☐ Talent Transformation Model☐ Transformation Strategy**For TEA Use Only**

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

TEA Program Requirement 1b: Describe the applicant's vision for improving campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EPISD is guided by the following vision: El Paso Independent School District will be a premier educational institution, source of pride and innovation, and the cornerstone of emerging economic opportunities producing a twenty-first century workforce. This vision is supported by four strategic priorities: active learning, great community schools, community partnerships and leading with character and ethics. These are the foundations of EPISD's strategic plan, EPISD 2020, which was designed to improve and invigorate public education in the Paso del Norte region. To accomplish this, EPISD, as a District of Innovation, has prioritized goals that will create a 5-year student improvement plan (2016-2017 through 2020-2021), design and implement an accountability system for major district programs and operations, focus on employee satisfaction, reduce or minimize declining enrollment to less than 1% annually, improve community and stakeholder involvement and finalize a 5-year budget plan. To accomplish this ambitious undertaking the EPISD Board of Trustees, per Lone Star Governance Guidelines, have identified three board goals to support the district in its efforts: (1) By 2021, 85 percent of EPISD graduates will enroll in higher education (defined as industry certification, military training, or two- and four-year degree programs); (2) By 2021, EPISD will decrease the gap in graduation rates by feeder pattern to a difference no greater than 4 percent; (3) By 2021, EPISD will increase the number of students that feel engaged and challenged in school as determined by the Gallup Student Poll.

EPISD contends with unique variables that create logistical, cultural, geographic and economic conditions that impede progress towards becoming a System of Great Schools.

The proposed School Transformation Fund would focus on partnering with an IMO creating a natural alignment to bridge the gaps in performance, resources and partnership collaboration needed to advance EPISD's vision and mission of graduating every student prepared for higher learning and careers to empower them as knowledgeable and engaged citizens, innovators, and drivers of a robust, bicultural economy.

The proposed project will assist Logan Elementary to:

- Engage and challenge students to prepare them for a STEM-based curriculum from District initiative of Project Lead the Way (PLTW) in elementary, middle, and high school.
- Emphasize interpersonal skills through group learning projects and socially emotional safe learning environment
- Provide strong supports in special education, ELLs and Early Education

To achieve this, EPISD will partner with an IMO to assist Logan Elementary in creating and implementing 21st century an active learning environment for Pre-K students that will prepare them for future academic rigor. Logan Elementary and the IMO will develop and implement a comprehensive innovative plan that will improve discipline issues while improving academic outcomes and provide engaged learning that emphasizes trust, respect, and responsibility. In addition, it should strengthen leadership capacity for current administration. All this will create a vertical alignment and provide stronger support for early childhood education that will improve the achievement of students in later grades

The School Transformation Fund is a promising method because it fosters campus ownership and recognizes individuality. EPISD will support this autonomy by steering strong leadership and staff to support this initiative, entrust them to create plans for addressing their unique needs and provide them the flexibilities to make those changes. This is unlike anything the district has undertaken and, if successful and staffing allows, it may be expanded to other campuses district wide.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the Lone Star Governance Participant Manual). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EPISD is guided by the following vision: El Paso Independent School District will be a premier educational institution, source of pride and innovation, and the cornerstone of emerging economic opportunities producing a twenty-first century workforce. This vision is supported by four strategic priorities: active learning, great community schools, community partnerships and leading with character and ethics. These are the foundations of EPISD's strategic plan, EPISD 2020, which was designed to improve and invigorate public education in the Paso del Norte region. To accomplish this, EPISD, as a District of Innovation, has prioritized goals that will create a 5-year student improvement plan (2016-2017 through 2020-2021), design and implement an accountability system for major district programs and operations, focus on employee satisfaction, reduce or minimize declining enrollment to less than 1% annually, improve community and stakeholder involvement and finalize a 5-year budget plan. To accomplish this ambitious undertaking the EPISD Board of Trustees, per Lone Star Governance Guidelines, have identified three board goals to support the district in its efforts: (1) By 2021, 85 percent of EPISD graduates will enroll in higher education (defined as industry certification, military training, or two- and four-year degree programs); (2) By 2021, EPISD will decrease the gap in graduation rates by feeder pattern to a difference no greater than 4 percent; (3) By 2021, EPISD will increase the number of students that feel engaged and challenged in school as determined by the Gallup Student Poll.

EPISD contends with unique variables that create logistical, cultural, geographic and economic conditions that impede progress towards becoming a System of Great Schools. Being positioned between the southern U.S. border, a central mountain and military base creates a challenge for the timely transport of students to high quality traditional high schools or secondary specialized options. To address this need, the district is planning local options for each of the three geographic sections: West, South/Central, and North East. Each region should contain three or four high schools with options for New Tech, AP Capstone, Early College, Engineering, International Baccalaureate, Law, or Medicine. These options are currently provided by EPISD, but are not equitably available by region. Given EPISD's 250 square mile district size, geographic proximity is a natural barrier to the accessibility of high quality specialized options.

Based on the needs assessment conducted for Logan Elementary, this opportunity will enable EPISD to create additional options for students in a hard to serve area as well as create alignment for the district's larger vision of vertically aligning offerings throughout its' feeder patterns as well as initiating offerings based on geographic proximity. Logan only meets 53% of System Safeguards: the campus met standards in Reading and Math for the campus overall, Hispanics, whites, and economically disadvantaged. The campus needs an approach that would create community drive to create an active learning environment that inspires students to reach for the opportunities provided to them at magnet high schools. Additionally, 50% of teachers report that workplace bullying is problem and 20% say that is was bad enough to impact student learning. Teachers request that a review and revoke process is to review transfer students. The majority teachers feel that no assistance is given to address disciplinary problems, that student code of conduct is not fairly enforced, and that their principal does not provide leadership in setting and maintaining behavioral standards for students. Logan also has a high population of military connected students (57%) and a corresponding high rate of mobile students (24%) compared to district (17%). Military students score higher on meeting standard STAAR Science (38%) and STAAR Math (35%) than non-military (15% and 31%, respectively). Stronger support in early childhood and pre-kinder at Logan ES would make non-military students competitive with their military counterparts and peers from other middle schools for success in high school endeavors.

This Transformation Strategy creates a natural alignment to bridge the gaps in performance, resources and partnership collaboration needed to advance EPISD's vision and mission of graduating every student prepared for higher learning and careers to empower them as knowledgeable and engaged citizens, innovators, and drivers of a robust, bicultural economy.

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Schedule #18 – Equitable Access and Participation

County-District Number or Vendor ID: El Paso-071902

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: El Paso-071902

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: El Paso-071902

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: El Paso-071902

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: El Paso-071902

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: El Paso-071902

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: El Paso-071902

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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By TEA staff person:



EL PASO INDEPENDENT
SCHOOL DISTRICT

May 29, 2018

Mr. Mike Morath
Commissioner of Education
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701

RE: 2018-2019 TEA School Transformation Fund-Planning Grant

The El Paso Independent School District is excited and proud to submit its formal application for the 2018-2019 TEA School Transformation Fund-Planning Grant. Situated on the U.S.-Mexico border, the El Paso Independent School District (EPISD) serves a student population of nearly 60,000 learners with ethnically, culturally, linguistically and socio-economically diverse backgrounds. This diversity, coupled with the daily challenges associated with such a geographically unique setting positions EPISD to provide an opportunity to collaborate with TEA and an Innovative Management Organization to provide access for students who reside farthest from equitable learning opportunities.

In the four years that I have had the privilege of serving as Superintendent, EPISD has experienced remarkable growth through the addition of new learning opportunities and platforms that prepare our students for a diverse and robust 21st century work force. The implementation of the New Tech Network on eight campuses, the newest of which will become the nation's first dual-language New Tech elementary campus in Fall 2018, has improved student academic performance. The expansion of Dual-Language learning to all EPISD campuses is creating more actively engaged learners who are becoming bi-literate, bi-lingual and bi-cultural. This success has inspired the implementation of a Mandarin language pilot program allowing our students to be fully immersed in a third language. We are now ready to take the region's next groundbreaking steps toward bridging equity gaps for young learners and creating school choice. Partnering with an Innovative Management Organization to provide improved academic opportunities at Logan Elementary will establish a new standard for education reform in our community. From active learning and technology to fine arts and career education, EPISD is a leader in El Paso and a major player in the economic development of our amazing city. Closing the performance gap and creating access to excellent academic opportunities for all EPISD students is the core of our district's strategic framework; the 2018-2019 TEA School Transformation Fund-Planning Grant will get us closer to that end.

If awarded, I will personally commit the Office of Transformation to coordinate the appropriate community engagement plan to determine an ideal programmatic structure at Logan Elementary. This community engagement will gather appropriate feedback from teachers, staff, students, families, community leaders, as well as District campus leaders and administrators.

The 2018-2019 TEA Transformation Zone Planning Grant is an amazing opportunity for EPISD and the Paso del Norte Region. This plan would not only get us closer to alignment as a system of great schools, but will also create new and innovative choices for our uniquely diverse student population and the surrounding region. Our past work with New Tech Network, as a redesign partner and a collaborator of innovation, demonstrates our district's willingness to relinquish control and extend autonomy to partners in the name of choice and creating

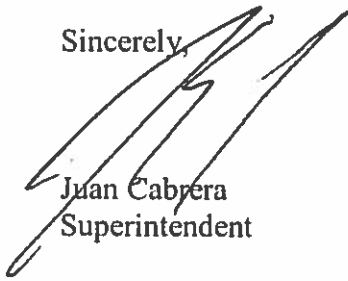


EL PASO INDEPENDENT
SCHOOL DISTRICT

student engagement. Creating more choice under the EPISD umbrella is a positive initiative and a progressive move to addressing the needs of the students we serve.

We appreciate TEA's initiative and leadership in coordinating with academic and transformation partners to develop this proposed project. We are confident that this worthy endeavor will improve the quality of life for our community members and many young learners. Should you have any questions regarding our commitment, please contact me at 915-230-2557 or by email at superintendent@episd.org.

Sincerely,

A handwritten signature in black ink, appearing to read "Juan Cabrera", is written over the printed name and title.

Juan Cabrera
Superintendent

